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ABSTRACT

The need to promote and provide education and training for about fifteen million Kenyans below the age of 20 out of the country's total population of about 25 million is the main focus of the educational agenda in Kenya. This paper examines the nation's policies on education and training that have formed the basis for the establishment of appropriate administrative and managerial structures within the formal education sector. It is noted that the administrative structure of the Ministry of Education makes provisions for planning, administration, and management units dealing with specific educational programs, projects, and activities at every level of the educational system. The administrative structures have evolved over the years from centralized to deconcentrated to the current decentralized phase. A 16-item bibliography is included. (Author/DB)

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PLANNING AND MANAGEMENT OF EDUCATIONAL DEVELOPMENT

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KENYA EDUCATION STAFF INSTITUTE EXPERIENCES AND PLANS FOR THE FUTURE

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A B S T R A C T

The issues raised in this paper on "Modernization and Development of Management and Administration of Systems of Education - in relation to Inservice Training of Education Managers, Planners and Administrators by the Kenya Education Staff Institute (Topic 6:3) include among others the following:-
Conceptual framework on Education, Modernization and Development in the context of Human Resources Planning and Utilization to facilitate delivery of educational services.

Education Agenda in Kenya to underscore the need to promote and provide education and training for about fifteen million young Kenyans below the age of 20 years out of the country's total population of about twenty five million people. Attention is also focussed on "Policy on Education and Training" which has formed the basis for the establishment of appropriate administrative and managerial structures within the formal Education sector. It is noted that the Administrative structure of the Ministry of Education makes provisions for planning, administration and management units dealing with specific educational programmes, projects and activities at every level in the current 8.4.4. System of Education. These administrative structures have evolved over the years from Centralized through Deconcentrated to the current Decentralised phases.

At independence in 1963, the Department of Education in the previous Colonial Government gave rise to the Ministry of Education. In 1979, Ministry of Basic Education and the Ministry of Higher Education were established. However in 1983, these ministries were merged and the Ministry of Education Science and Technology was established. In 1986, further re-organization gave rise to the Ministry of Education; Ministry of Research, Science and Technology; Ministry of Technical Training and Applied Technology. Since 1981, further deconcentration of services and decentralization of functions took place in the field from Provincial Education Offices, through Districts, to Divisions and Educational Zones. This modernization and development was in line with the Government Policy on "District Focus for Rural Development. This move ensured that people were given a chance to articulate their needs and participate fully on strategies aimed at satisfying the needs.
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Kenya Education Staff Institute (KESI) was established by Government to conduct in-service training in educational management, planning and administration for educational personnel. From 1981 to 1989, KESI has conducted in-service training activities for about eight thousand educational personnel in managerial and administrative positions. In-service training in educational Management, Planning and Administration is cited as one of the methods for preparing personnel to cope with changes and challenges in the delivery of educational services.

John Lodiaga
Director
Kenya Education Staff Institute

1. INTRODUCTION

1:1. Opening Remarks

Mr. Chairman, distinguished participants at this International Congress on "Planning and Management of Educational Development", Guests, Ladies and Gentlemen.

May I begin by thanking the Director General of UNESCO and the Organizers of this Congress for inviting me and also for giving me an opportunity to share our experience with all of you.

Allow me first to bring to you all, warm greetings from the people of the Republic of Kenya in Eastern Africa.

It is my belief that a short paper during this Congress should serve two main functions.
First, it should review the background against which subsequent discussions, proposals, decisions and actions should be set.

Secondly, the paper should pose thought provoking issues relevant to the theme, in the hope of stimulating serious debate, concrete recommendations and tangible actions for development and growth.

1:2. Conceptual Framework

1:2:1. Education:- Before considering "Modernization and Development of Administrative and Management of Systems of Education" it would be necessary to remind ourselves what "EDUCATION" means. The American Encyclopedia defines "EDUCATION" as follows:-
EDUCATION - In its broadest meaning is any process by which an individual gains knowledge or insight, or develops attitudes or skills . Formal Education is acquired through organied study or instruction, as in a school or college. Informal Education arises from day-to-day experiences or through relatively unplanned or undirected contacts with communications media, such as books, periodicals, motion pictures, radio or television.

The function of education is both social and individual. Its social function is to help each individual become a more effective member of society by passing along to him the collective experience of ....

the past and present. Its individual function is to enable him to lead a more satisfying and productive life by preparing him to handle new experiences successfully."

A System of Education therefore refers to Formal Education consisting of planned experiences and activities that an individual passes through at the Primary, Secondary, University/Post-school levels of Education for prescribed age groups and for specific number of years. Currently in Kenya, we are on 8.4.4. System of Education consisting of:-
Eight Years Primary Education for youths of Age Range 6 to 14 years; Four Years of Secondary Education for youths of Age Range 14 to 18 years; Four Years of minimum University/Post school Training for youths of 19 years and above. This 8.4.4. System of Education was implemented in 1985 and was the Second major reform in the country's System of Education since Independence in 1963.

The 8.4.4. System of Education with its broad-based and diversified practically oriented curriculum was in response to the demand to link education with the world of work. As a country, Kenya realized that the output of formal education and training since 1963 had outlived its usefulness and was not responding to the current social and economic demands of the society.

However, the truth has always been that patterns of current demand and the types, quality and quantity of human resources supplied at any given time in any system of education have never matched one hundred per cent. It has always been a rough guess to sustain viable levels of human resources' supply and demand equilibrium! This is indeed a big challenge to planners and experts in "Human Resources Planning Process and Development" in Developing Societies which are prone to diverse challenges and occasional crisis situations.

This challenge brings us to the concept of "Modernization and Development of Administrative and Management of Systems of Education". In this regard, the philosophy and policy on Education and Training is important in a country to give legitimate grounds, direction and control of plans, procedures and practices in the process of promoting and providing educational services in developing society.

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Political stability, goodwill, leadership and respect for legal and constitutional limitations is an essential environment for modernization and development of a system of education in the absence of unplanned and uncontrolled changes caused by war, famine, inflation and natural disasters such as drought and floods. It is noted that unplanned and uncontrolled changes give rise to mobile and unstable settlements which are not conducive to educational delivery systems planned for settled communities and individuals.

The point being emphasized here, is that "Government and Legislation" is an important external condition in the forecasting of needs for managerial concerns and practices in education systems of a country as we have so far experienced in Kenya over the last twenty six years.

1:2:2. Modernization:- Modernization and Development of Administration and Management of Systems of Education implies the notion of continuous adjustment and change with regard to the following:-

(a) Forecast of Human Resource Needs aimed at Future Human Resource Requirements in relation to Future Human Resource Availability within the education sector and in other sectors of the National Economy. In this regard, modernization involves anticipation of changing staffing and organizational requirements.

(b) Performance Management in Educational Organizations in relation to Career management Strategies for efficient and effective delivery of educational services.

Modernization as a process requires "Models for replication". Alternatively modernization requires historical and time frames of references in terms of "Status Quo" and "Aspirations for the Future". Modernization as a process also involves transformation from "One System" to "Another System".

Modernization in educational organizations arise out of some of the following changes:-

(i) Changes in the Structure and Establishment of the organization creating the need for changes in Human Resources. Such changes lead to either recruitment, redeployment, re-orientation or retraining of personnel to improve levels of competence and commitment with a view of enhancing performance and productivity. Recently, Zonal Education Offices and Teachers Advisory Centres were created as part of decentralization of educational services in Kenya.

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(ii) Changes in the working environment, Physical Facilities, Machines, Equipment and Materials. New premises, new machines, new equipment aimed at improvement of the educational services could be initiated.

At present, the accommodation in Government Offices are being changed from individual cubicles to open bay seating arrangement to facilitate supervision, increase sharing of work experiences amongst employees and reduce maintenance costs of individual offices. Classification of information in Government Offices will have to be reviewed to accommodate the open space seating arrangment. Perhaps officers handling inormation of "Confidential" nature, "Secret", "Top Secret" etc could all sit together.

Since such Office Accommodation may encourage idle talk at the expense of productive work, the following performance trends in educational organizations will have to be overcome:-

- Paperwork which tends to become a bureaucratic routine ;
- Supervisors/Managers who are not accustomed to discussing goals and results with employees ;
- Major jobs are influx and performance standards or objectives are elusive ;
- Rewards are not adequately tied to results achieved ;
- Aspects of many jobs overlap, making individual performance difficult to identify ;
- Performance is often constrained by skill or knowledge gaps or by organizational/staffing conflicts/problems.

Such obstacles could be overcome by strengthening vital supervisory skills, equipping employees to manage their own work better and modifying the structure and environment of work in ways that promote performance improvement.

(iii) Changes in collation of financial resources to maximise on economies of scale, improve cost-effectiveness and attain optimum cost-benefit indices.

In educational sector, this involves critical analysis of personnel emoluments such as Teachers Salaries; Cost of facilities, equipment, machines, materials and related monetary aspects involved in the process of learning/teaching . From the point of view of parents, communities and the societies at large

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it involves the worth of the Human Resources Output from the education system. Parents evaluate their children in terms of their jobs/income after school in relation to fees paid for schooling.

In Kenya, the concept of cost-sharing in educational services where Government and the beneficiaries of the education system share the cost of educational in-puts and processes. Our Harambee spirit and the self-help initiatives have given rise to the mobilization of financial resources from the Government, Parents, Communities, Non-Governmental Organizations and Private Enterpreneurs in meeting the cost of education. This participatory approach in financing education require that educational administrators and managers become accountable to parents through Parents-Teachers Association, Communities and to the society at large. The ambitions and initiatives from all sectors of the Kenyan Society in meeting the cost of educational services has made it possible to sustain the rapid expansion of educational services to meet the needs of a rapidly expanding population.

(iv) Changes in official working hours may lead to work reorganization and subsequent determination of the subsequent number and category of full-time; part-time and casual personnel in an organization.

In Kenya, we recently adopted a five day week with an extended period of working hours/reduced breaks instead of the five and half day week. Where as the time schedules for the 5½ day week were as follows:-
Mondays to Fridays; 7½ working hours per day from 8.00 to 13.00 hours
One hour Lunch Break and then 14.00 to 16.30 hours;
Saturday 8.00 to 12.30 hours i.e. 4½ hours which amount to 42 hours per week.
The current schedules for 5 day week are now

Monday to Friday	
8.00-13.00 hours	5 hours x 5 days = 25
14.00-17.00 hours	3 hours x 5 days = 15

that is 40 hours per week. It has yet to be evaluated whether the 40 hours per week now on are more productive than the previous 42 hours per week in the Public Service.

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In the private sector where production batches are quantitative, personnel still operate in shifts on piece work basis.

In the school system, the broad-based 8.4.4. System of Education Curriculum has given rise to more periods per day both at primary and secondary school levels. Currently the morning breaks, lunch breaks and afternoon breaks have been shortened to allow for more Teacher/Pupil contact time in order to cope with the demands of the broad-based Primary Education Curriculum.

However, Kenya is a country of constrasts in climatical conditions which determine actual working hours. In hot dry areas, work starts early at 07.00 hours and ends about 13.00 hours inclusive of Saturdays. It is worth noting that in areas requiring co-ordination of activities and constant consultation, it is important to observe set working schedules to enhance individual performance, team-work and ultimate productivity.

1:2:3. Concept of Development

Webster English Dictionary defines development to mean among other things "a process or act of making visible or manifest progress or growth from one level to another. In this context, we have had tremendous quantitative expansion and qualitative improvement in the number of administrative and managerial personnel within the education system in Kenya since independence in 1963.

A development in administrative and managerial system of education would involve improvement in decision making and taking appropriate action in relation to mobilizing, procuring, using, maintaining and sustaining resources for the promotion and provision of education. Application of a Systems Analysis Model of "INPUTS", "PROCESS " AND "OUT PUTS" to the process of education does require that the learners change behaviour to become useful Human Resources for the Country's economy. The support by a progressive and changing administrative/ managerial system would ensure that educational INPUTS and learning "PROCESSES" be controlled to maximize "OUT PUTS" at optimum conditions.

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In Kenya, Educational "INPUTS"include:-

a) Human Resources:- Teachers, Non-Teaching Staff, Education Administrators and Managers, members of Parents Associations, members of management Boards and Committee; Learners/Pupils/Students In this context, Teachers and Learners are direct inputs whereas other support personnel are indirect inputs whose contributions influence managerial styles in schools. Pupils/Students are the raw materials whose behaviour and character have to be moulded.

b) Materials:- Physical Facilities such as Tuition rooms; Equipment; Machines, materials such as Text-books which influence the environment, media and conditions under which learning/ teaching takes place.

c) Finances to meet the cost of personnel emoluments, cost of materials and related services. Finances for Education are generated from Tax-Payers, Parents, Commu nities, Non-Government Organizations and Donor Agencies.

d) Time for the implementation of Educational programmes, projects and activities is a commodity to be budgeted for carefully but is highly perishable and irreversible. Once spent, time cannot be renewed.

2.0 EDUCATION AGENDA IN KENYA

2:1 Background:

Kenya like other developing countries in the Sub-Sahara Africa Region considers Education in the context of Human Resources Development and Manpower Production, as a vehicle for individual self advancement; national economic development and growth, national unity, international co-operation, understanding and peace.

Geographically Kenya is situated in East Africa. Saddled across the equator, its landscape rises from the shores of the Indian Ocean to the peak of Mount Kenya (17,058 ft) and slopes gently through the Great Rift Valley, Westwards to the lake basin surrounding Lake Victoria.

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In area Kenya is 582,366 square kilometres. It has a population of 25 million people. Fifty per cent of this population is under 15 years, thus making education one of the top challenges to the Government and peoples of Kenya.

The Kenyan education system consists of pre-school, eight years of primary cycle, four years of the secondary cycle and four years of the university cycle for the basic degree.

In 1989 there were 5 million children enrolled in nearly 14,000 primary schools, about a half million students enrolled in nearly 3000 secondary schools and about 30,000 students enrolled in four public universities. In adult literacy programmes enrolment is at the level 226,000 students making the literacy rate to be nearly 60%.

2:2 Mobilization of Resources for Education

Kenya has mobilised her resources to achieve education for all through the Government's expenditure, non-governmental efforts and through community-based fund-raising activities (locally known as Harambee fund-raising).

2:3 Policy on Education and Training in Kenya

Kenya believes in the universal principles of political equality, national unity, human dignity, freedom of religion and conscience, social justice; freedom from want, ignorance and disease, equal opportunities for all citizens regardless of race, religion, sex or colour; equitable distribution of the national income and the promotion and preservation of the cultural heritage. This is the philosophy upon which the country's educational policies have been evolved and implemented over the years.

The legal framework on education in Kenya since independence has been based on some of the following policy and statutory documents:

(a) The 1963 Kenya African National Union (KANU) Manifesto by which the government committed itself to eventual provision of universal free primary education and spelt other socio-economic aspirations to be met through education;

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(b) The Sessional Paper No. 10 of 1965, om African Socialism and its application to planning in Kenya, which sets out the strategies for socio-economic development and underlines the role of education as the principal means of producing domestic skilled manpower and equalizing economic opportunities among all citizens;

(c) The Board of Adult Education Act of 1965 which co-ordinates Adult Education activities;

(d) The Jomo Kenyatta Foundation, founded in 1966 to print and publish educational materials;

(e) The Teachers Service Commission Act of 1967 which established a single employer and unified terms of service for Teachers;

(f) The Education Act of 1968 (currently under revision) which puts the responsibility for promotion and the provision of education in the hands of the Minister responsible for Education. The act also instituted various organs for the organization and management of education at all levels;

(g) The National Council for Science and Technology Act (1978) which established a body to co-ordinate research in science and technology and to advise the government on relevant policy matters;

(h) The Kenya National Examinations Council Act of 1980, which established a National body to administer examinations;

(i) The Kenya Literature Bureau Act of 1980, which established the Bureau to print and publish books;

(j) Moi University Act of 1984 which established the Second National University;

(k) The Universities Act of 1985 which established the Commission for Higher Education to regulate University Education in the country;

(l) The University of Nairobi Act of 1985 which repealed the University of Nairobi Act of 1970. It also provided for the establishment of constituent Colleges of the University to enhance management within the University;

(m) The Kenyatta University Act of 1985 which made provisions for the establishment of the third National University;

(n) Industrial Training Act 1960 which provides for the regulation of the training of persons engaged in industry.

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2:4 Implementation of Policy on Education and Training:-

In addition to the financial commitment, the Kenya Government provides organizational as well as administrative infrastructure that makes it possible for educaton to reach as many Kenyans as possible.

The Ministry of Education has the overall responsibility to organize and manage education. During the first decade of independence (Kenya became independent in 1963), the Ministry of Education concentrated its efforts on review, expansion and funding of the whole education system through a Centralized Managerial and Administrative Structure. Recently the Ministry of Education has diversified its approach to include pre-primary education and special education. Curriculum innovation has been introduced especially at primary and secondary school level to give emphasis on vocational skills and business education.

Over the years, a number of semi-autonomous bodies have been established to provide support services to the Ministry of Education. The support institutions include:

i) the Kenya Institute of Education, responsible for curriculum development, preparation of syllabuses and teaching materials;

ii) the Teachers' Service Commission, which employs teachers and deals with matters pertaining to professional discipline in the teaching service;

iii) the National Council for Science and Technology, to co-ordinate research and advise the Government on relevant policy matters (now under Ministry of Research, Science and Technology);

iv) the Kenya National Examinations Council, established to administer national examinations and issue academic and professional certificates;

v) the Jomo Kenyatta Foundation, established to publish educational materials;

vi) the Kenya Literature Bureau, established to publish educational materials including books, periodicals, journals, magazines, etc.

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vii) the Science Equipment Production Unit (SEPU), established to produce low-cost science kits and other visual aids for teaching;

viii) the Kenya Education Staff Institute, established to organize regular inservice courses, seminars and workshops that are intended to improve the quality and efficiency of educational administrators, including heads of schools, inspectors and other field personnel;

ix) the Kenya National Commission for UNESCO, as a link between UNESCO and the Kenya Government on matters pertaining to Education, Science, Culture and Communication;

x) the Project Implementation Unit, to co-ordinate the implementation of all IDA/IBRD/World Bank and Donor Agency proposals.

Local Authorities are also entrusted with the management of education. They maintain primary schools within their areas of jurisdiction. They are charged with the preparation and submission to the Minister for Local Government, plans for the establishment or closure of primary schools, or plans for promotion of education in their areas of jurisdiction. All Primary Schools have committees. Some of the functions of the committee are to advise the Chairman and Secretary of the District Education Board on matters affecting the general interests of the school and the welfare of the pupils and to collect and account for funds accruing to the school and to advise on the staffing needs of the school, among other functions.

Municipalities are also responsible for the internal management of education. Each Municipality has an education committee, appointed in accordance with section 91 of the Local Government Act, to work closely with the School Committees and to advise the Municipal Councils on matters related to the establishment, maintenance and management of schools.

There are some schools owned and managed by individuals but they have to be registered and the manager approved by the Minister for Education. These schools are run either by a Committee or a Board of Governors.

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Some boarding schools and all the special schools for the mentally and physically handicapped are managed by Boards of Governors appointed by the Minister for Education and charged with the responsibility of management of the school resources and promotion of education.

The management of special education also falls under the Ministry of Education. In the pre-independence era, special education in Kenya was the domain of churches and voluntary organizations. Since independence, however, the Government has assumed greater direct responsibility in providing special education to handicapped children in partnership with the above-mentioned organizations. The Government is committed to expand and improve existing manpower training and other facilities associated with special education.

Since special education operates within the framework of general education, the development and management of special education schools is similar to that of ordinary schools. District Development Committees which are entrusted with the development of education in their districts take special education into account. The recent establishment of Education Assessment and Resource Centres for all kinds of handicapped children is fairly well decentralized to the districts.

3. ROLE OF KENYA EDUCATION STAFF INSTITUTE ON TRAINING OF EDUCATION PLANNERS AND ADMINISTRATORS

3.1 Historical Perspective

a) Leadership Development:

Leadership and Executive responsibilities in educational organizations and institutions such as schools, colleges, institutes, polytechnics and related set-ups has become increasingly challenging due to continuous changes, reforms, innovations, increased demands and expectations in Kenya. It is for this reason that in recent years, courses of study and other forms of in-service provisions and training have been established for personnel serving as administrators, managers and planners in the entire public service set-up in Kenya.

Much of the consequent expansion in professional administrators was initiated in mid 1970's by the Schools Inspectorate; Kenya Secondary Head-teachers Association; Kenya National Union of Teachers; Kenya Institute of Education, Ministry of Education Headquarters in pursuance of their general concern and responsibility for the promotion and provision of quality educational services. The need for such provisions for in-service training in management and administration received official recognition in 1978 when a Task Force was set up by the Ministry of Education to study and make appropriate recommendations for satisfying the need. The Task Force Report recommended among other things, the establishment of a staff institute for Educational Personnel. Kenya Education Staff Institute was established through a World Bank Loan as a Project under IDA 5th Education Credit.

b) The Need for KESI

The Kenya Education Staff Institute which is abbreviated as 'KESI' was inaugurated in August 1981, especially to develop the administrative and managerial capacities of Personnel in the Ministries of Basic Education and Higher Education. The in-service and induction courses

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conducted by KESI in the initial stages concentrated on staff who were already in administrative and managerial positions within the two ministries.

The establishment of KESI was in response to:

i) The fact that many of the personnel in administrative and managerial positions were initially trained as teachers only, with no formal management skills.

ii) The need for training in the Public Service in general was diagnosed by the two Wamalwa Training Review Commission Reports of 1971/72 and 1978 which noted that there was increasingly declining productivity in performance amongst staff in the Public Service due to lack of relevant administrative and managerial knowledge, skills and attitudes as especially demanded by the nature of their jobs. The Kenya Institute of Administration, (KIA) has through its training programmes altered this general trend for the senior Civil Servants and Provincial Administrators. It was similarly conceived between the years of 1974 and 1978 that professional educationists in administration/ management positions would also benefit through in-service training programmes conducted by the Kenya Education Staff Institute.

iii) The need for consolidation and co-ordination of training and staff development strategies implemented at the ministerial level in response to the Directorate of Personnel Management and the National Manpower Development Policies and programmes.

iv) Changes in Society and within the Education system itself pose challenges in management of change for improved services giving rise to the need for continuous in-servicing of staff to acquire improved knowledge, skills and attitudes for new roles. The present Kenya Government development strategy of District Focus for Rural Development since July 1983 and the implementation of the 8.4.4. system of Education since January 1985 has placed additional responsibility on education administrators to meaningfully participate in the planning and evaluation of educational programmes and projects thereby demanding that such staff

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be competent in aspects of project planning, design, development, implementation and evaluation. In-service Training programmes play a vital role in filling such gaps.

3.2 FUNCTIONS OF THE KENYA EDUCATION STAFF INSTITUTE

The functions of the staff institute shall be:-

a) to liaise with various sections of the Department of Education, in the identification of educational staff development needs and in-service training requirements for the purpose of designing appropriate training programmes and strategies to meet the needs,

b) to organize and conduct training for personnel involved in the administration and management of programmes in Education,

c) to design, produce, assemble, repair and maintain staff training materials and equipment for use in dissemination of managerial and administrative knowledge, skills and attitudes to all personnel working within the Ministry of Education, with a view to setting and maintaining the highest possible standards of administration and management of the Ministry's programmes.

d) to co-ordinate the preparation and publication of instructional materials for the professional and administrative personnel working in the fields of Education,

e) to run an educational advisory, consultancy and resource centre to provide services on administrative and managerial principles and skills required for both effective and efficient planning, implementation and evaluation of approved programmes in Education,

f) to function as a resource centre for production and dissemination of information on educational and training programmes in liaison with other institutions running professional and administrative course,

g) to conduct research and evaluation on staff training and development programmes in the fields of Education.

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3.3 MANAGEMENT AND STAFF AT KESI

Legal Status

The Legal Notice number 565 for the establishment of the Kenya Education Staff Institute which was gazetted on 23rd December 1988 makes provisions for the following:-

- the functions of the Staff Institute which are outlined above;
- A Management Council with a Chairman and fifteen other members;
- A Director for the Staff Institute, with Professional and support staff complement;
- Mobilization of Resources for in-service Training in Education Management, Planning, Administration, Research and Evaluation inclusive of Finances.

3.4 TRAINING ACTIVITIES 1981 TO 1990

The KESI Brochure briefly outlines where is KESI? what is KESI?; why In-service training?; who is involved in KESI Training Activities?; How does KESI work?. However, a word or two about each of these questions would be useful for discussion purposes.

Kenya Education Staff Institute premises are located within Kenyatta University in Kahawa twenty five kilometres from the Nairobi city centre. The physical facilities, equipment and materials at the centre are reasonably adequate for offering short in-service courses in educational management both at the centre and in the provinces, using a network of about one hundred and twenty five part-time tutors throughout the country.

3.4.1 Rationale for Training

Most officers of the Ministry of Education including Headteachers of SEcondary and Primary Schools are recruited from among trained teachers who might have excelled in the classroom teaching but nevertheless not received any administrative training as such. KESI therefore undertakes the in-service training of administrative and managerial personnel on the auspices

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of the Ministry of Education in order to enhance and facilitate the effective and efficient implementation of all educational plans, programmes and policies.
It is during the various training sessions that officers acquire additional knowledge, skills and right attitudes and also share their broad experiences in educational administration and management. This training therefore enables them to cope with challenges in management of change arising from continuous innovations and reforms in our education system.

3.4.2 Personnel Involved in Training

a) Professional Core Staff:- There are trained trainers in educational administration, management and planning at the KESI centre who co-ordinate induction courses, seminars, conferences, workshops and related in-service programmes and activities. These at the moment are nine in number including the Director of KESI.

b) Support Staff:- These are clerical officer, secretaries/ typists, drivers, subordinate staff and watchmen at the centre.At the moment these number about eighteen. Hiring of Hostel Staff will double the number of support staff.

c) KESI - Tutors:- Part-time tutors already crecruited and trained by KESI to assist in training activities number about one hundred and twenty to date. They are drawn from amongst serving, professionaly qualified and trained educators in Educational Management, Planning and Administration. These tutors are spread in all provinces and Districts of Kenya. Provincial and District Training Teams in Educational, Management are made up of these tutors under the Co-ordination of their respective Provincial and District Education Officers.

d) KESI Resource Persons - During training activities, KESI relies on services of professionally qualified and highly experienced administrators, managers and specialists in the public service. These category of facilitators are are referred to as "Resource Persons".

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e) Target Groups:- The majority of the beneficiaries of KESI training programmes have been, over the years, school administrators of both secondary and primary schools in Kenya. The two have so far constituted the largest target group that KESI has addressed itself to. However, the various categories of personnel in the Ministry of Education that require training, include among others:- The Administrative, Professional and Support Staff as follows:-

i) KESI Trainers and Training Liaison officers in parastatals of the Ministry (at Kenya Institute of Education, Kenya National Examination Council, Jomo Kenyatta Literature Bureau)

ii) Ministry Headquarte staff

iii) The schools Inspectors

iv) Kenya Institute of Education

v) Teachers Service Commission

vi) Kenya National Examinations Council.

These are serving officers in administrative/managerial positions at various levels within the Ministry of Education, whose training needs have been identified through analysis of their job descriptions and performance appraisal by their supervisors. Identification may also be on the basis of perceived needs.

Immediate focus in their training takes the form of:

a) Induction:- Education officer, headteachers and their deputies who have been recruited from amongst the practising classroom teachers are perceived by trainers as needing training in aspects of administrative/managerial principles and practices which were not covered during their pre-service training as teachers.

b) Clinic:- Educational administrators, through job-based needs assessment may require improvement in certain skills, competencies or attitudes which are judged to be crucial and suitable for effective performance in the provision of educational services.

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3.4.3 KESI CURRICULUM

The KESI Curriculum during training activities is usually flexible in terms of "Core", "course" and "option" areas covered depending on the Target Group. However, the training activities span over the areas of specialization on:

i) Management in Education
ii) Management and Administration
iii) Management of Resources.
iv) Management of change (planning, development, research and evaluation)

- Project Planning, Programme Planning, Financial Planning and Budgeting
- Statistical Techniques for Decision making
- Special Education Administration and Inspection
- Policies Procedures and Practices of school Administration and other related subjects.

3.4.4. TRAINING STRATEGIES AND METHODS

i) KESI undertakes the following range of training activities:
   a) Individualized and group meetings between KESI professional core staff/KESI tutors and individuals or groups requiring assistance on task performance in educational administration, management, planning, research, evaluation and related practices.
   b) Induction courses/refresher courses lasting one week two weeks, one month, three months to twelve months at selected venues.
   c) Staff clinics/workshops/seminars and conferences to meet the needs of the KESI clientele.

ii) KESI training activities span cycles of about four months in each calendar year. Each cycle has about five stages:
   a) Identification of training needs.
   b) Preparation of training materials and laying of course/programme groundwork.
   c) Planning and goal setting for the identified needs.
   d) Implementation of the course/programme.
   e) Evaluation and review of the course/programme.

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iii) The venues for most KESI residential training courses are educational institutions where facilities are available during the April and August school holidays.

Once the planned hostel facilities are complete, KESI will conduct training activities throughout the year.

3.4.5. TRAINING CONDUCTED UP TO DATE

Since its inception in 1981, the Institute has provided training to various target groups as outlined in tables I over leaf:

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KESI TRAINING ACTIVITIES (1981-1990)

TABLE I

MAIN TARGET GROUPS/CLIENTELE OF THE KENYA EDUCATION STAFF INSTITUTE

	CATEGORY OF TARGET GROUP/CLIENT	APPROXIMATE SIZE/NUMBER	NUMBERS TRAINED UP TO 31.12.89	TRAINED %	NUMBERS YET TO BE TRAINED, INSERVICED AFTER 1989
1.	Education Officers/ Inspectors, Planners and other Administrators/Managers of Education including Curriculum Officers	6,000	426	7.1%	92.9%
2.	Trainers in Educational Management/ Administration	Dependent on Demand/ need 250	182	72.8%	27.2%
3.	Primary School Headteachers and Deputies	(14000 schools) 28,000	4804	17.16%	82.8%
	Secondary School Headteachers and Deputies	(3000 schools) 6,000	1601	26.7%	73.3
	Principals & Deputies Deans/Heads of Departments, Teacher Training Colleges Politechnics & Institutes	1000	June 1988 24	2.4%	97.6%
	Teachers Service Commission Agents	DEO's/MEO's, TSC Staff 300	162	54%	46%
	Financial Submanagers 'Bursars, Accountants/ Accounts Clerks/Auditors in Schools and Colleges	4,000	408	10.2%	89.8%
	TOTAL	45,550	7607	16.7	83.3%

3.4.6 IMPACT OF KESI TRAINING ACTIVITIES

KESI Clientele who have benefitted from the training activities do report that they found the training useful in enhancing their managerial, planning and administrative performance. Their supervisors do concur with them on such reports. Furthermore, needs assessment surveys by the Staff Institute, Research findings elsewhere and Annual Staff Appraisal Reports do indicate that participants in KESI In-service activities certainly do realize skill improvement.

It is however noted that in the area of Planning, Development, Research and Evaluation the Staff institute has to redouble the training efforts in addition to providing training to the majority of the clientele yet to be in-serviced. One major area that requires improvement is "Financial Management and Control" for Heads of Schools.

3.4.7 CONSTRAINTS

The major constraints experienced by the Staff Institute is the high rate of attrition amongst Professional Core Staff at the centre and inadequate financial resources for training.

3.4.8 FUTURE STRATEGIES

The Staff Institute so far facilitated the training of Co-ordinators of Training in Management at Provincial and District levels as a strategy to decentralize the conducting of training activities. It is envisaged that Provincial and District Training Teams will use part-time tutors and other resources within their localities to mount in-service Training activities in educational management, planning and administration.

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